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ABSTRACT

In 1968-69 the American Institute for Research in the Behavioral Sciences, under contract to the United States Office of Education, reviewed compensatory education projects across the country. A total of thirty-one were identified as among the most successful. By summarizing each of these 31 projects briefly, this publication enables readers to select those booklets which cover the projects they are most interested in studying in detail. The full list of booklets, with the identifying numbers through which they can be ordered from the United States Government Printing Office, is on the front inside cover of the booklet. Projects at the preschool, elementary, elementary and secondary, and secondary levels are included. (Author/KJ)

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IT WORKS SERIES:

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Selected Compensatory Education

Projects

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PREFACE

In 1968-69 the American Institute for Research in the Behavorial Sciences, under contract to the U.S. Office of Education, reviewed compensatory education projects across the country. Thirty-one were identified as among the most successful.

The Office of Education subsequently published a series of booklets on these successful projects. Each booklet is devoted to a single project and describes it in detail. Since that time, demand for the 31-booklet series, called It Works, has been heavy.

By summarizing each of the 31 projects briefly, this publication enables readers to select those booklets which cover the projects they are most interested in studying in detail. The full list of booklets, with the identifying numbers through which they can be ordered from the U.S. Government Printing Office, is on the front inside cover. In each instance the name of a person closely related to the project is given as a contact for additional information.

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PRESCHOOL PROJECTS

IN

COMPENSATORY EDUCATION

Preschool Program - Fresno, Calif.

Language development was emphasized in this program for 3- to 5-year-old children, mostly from Mexican-American families on welfare. Started in 1964-65 with a pilot group of about 45 students, the program grew to 750 students in 1967-68. Total cost in 1967-68 was $480,000.

Each child spent most of his class time in a small discussion-and-activity group with one adult and no more than four other children, a ratio made possible by teacher aides and parent volunteers.

Informal discussion, classification games, songs, finger plays, outings, and other activities were designed to present new English words in context, encourage use of English, introduce standard sentence structure through example, stress listening and speaking skills, and emphasize articulation by example rather than by correction. Each of the 50 classes met 3 hours daily, 5 days a week, in 27 portable classrooms set up at 19 elementary school sites.

Personnel included a program coordinator, one full-time and one half-time resources teacher, 50 half-time teachers, 50 Spanish-speaking teacher aides, three full-time and two part-time nurses, and two full-time secretaries. School personnel at the elementary sites took a share of responsibility for custodial, administrative, clerical, and cafeteria services.

Parents were encouraged to play a full instructional role. They met twice a month and formed an advisory committee which met once a month. Monthly staff meetings and a number of inservice meetings for teachers and aides were also conducted.

Pretests and posttests were administered, using the Peabody Picture Vocabulary Test (PPVT). According to this measure, 38 of the 47 classes tested gained significantly in intelligence from September to May. All ethnic groups showed significant gains, but the gains were such as to equalize verbal ability as measured by the PPVT.

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Infant Education Research Project - Washington, D.C.

Negro boys were tutored from the age of 15 months to 36 months. None of the children, selected from relatively stable low-income homes, had any serious sensory or neurological problems. Beginning in September 1965, 28 children were chosen for the experimental group and 30 for the control group. Tutoring began 2 to 3 months later.

Staff included a half-time project director, a full-time project supervisor, a full-time educational supervisor, eight full-time female tutors, and a full-time secretary. There were also three part-time test administrators and a project officer from the National Institute of Mental Health.

Instruction was on a 1-to-1 basis, 1 hour a day, 5 days a week, in the child's home. The tutor tailored the training to each child in cooperation with the educational supervisor and another tutor who shared responsibility for the child. The tutor talked with the child, showed him pictures, taught new words, played games, read from books, assisted in coloring pictures and putting together simple jigsaw puzzles, and the like. Emphasis was upon a flexible, spontaneous, pleasant experience. The mother and other members of the family were encouraged to participate.

Tutors received 2 to 3 months of initial training and met with the educational supervisor 2 hours each week as the project progressed. Mothers were paid $1 for each tutoring session and $10 each time they brought the child to be tested.

Various tests of intelligence were used. The effectiveness of the program was indicated by the increasing superiority of experimentals over controls as the program advanced. Followup evaluation continues.

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Early Childhood Project - New York City

This program grew out of studies of the intellectual development of disadvantaged children begun in 1958 by Dr. Martin Deutsch and the Institute for Developmental Studies. In 1962 the findings were translated into a demonstration enrichment program for preschoolers; in 1964 the program was expanded through grade 3; and by 1967-68 it included 17 classes in four public schools.

The curriculum was organized as five prekindergarten and kindergarten programs which stressed language development and concept formation, reading, mathematics, science, and creative dramatics. A nongraded programed approach of carefully ordered sequences for learning was utilized for the subject matter areas, involving physical manipulation of objects and specially designed games. Teacher-guided play was central to the creative dramatics program.

Personnel included a curriculum director, four curriculum supervisors, 17 teachers and 17 assistant teachers, three community aides, and a social worker. Subject matter specialists developed curriculum materials and plans, and a college student was hired to give extra attention to four children who presented behavior problems.

Each teacher conducted a monthly meeting for parents to discuss emphasizing ways in which they could support the program. A 3-week orientation was conducted for new prekindergarten teachers and periodic inservice training was given to familiarize all teachers with the needs of their students and the program's goals and methods. Films, seminars, workshops, classroom visits, displays, and publications were included in the dissemination effort.

Evaluation has not yet revealed any discernible trends common to all groups of participants, although significant gains have been noted.

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Perry Preschool Project - Ypsilanti, Mich.

The Perry Preschool Project attempted to lead culturally deprived children to academic success and social adjustment in the elementary grades. The pupils -- 3 and 4 years old, Negro, disadvantaged, and functionally illiterate -- did not have pretest scores above 85.0 on the Stanford-Binet Intelligence Scale.

The 2-year program had three elements: a daily 3-hour nursery session, a weekly 90-minute home visit, and less frequent group meetings of the pupils' parents. It operated from September 1962 until June 1966 with about 24 children, evenly divided into 3- and 4-year-olds, participating annually. Each age group was designated as a "wave." Data were also gathered on a control group.

Waves 0, 1, 2, and 3 were exposed to an instructional method which emphasized development of an intensive language environment, thinking skills, impulse control, and task orientation. Children were free to move from one teaching center to another with instruction organized into thematic units easily adapted to individuals. Afternoon field trips were also included.

Wave 4 was exposed to a more highly structured program based on the developmental theory of Piaget. The goal was to help the child move from concrete, sensory-motor intelligence to symbolization.

Staff included a part-time director, a full-time curriculum supervisor, a full-time program supervisor, and four full-time teachers.

For each group or "wave" of children, the Stanford-Binet Intelligence Scale, the Leiter International Performance Scale, and the Peabody Picture Vocabulary Test were used to test the intellectual ability of the children. These and other tests were also used to measure intellectual ability later in the program. Results showed significant gains for the experimentals over the controls.

The Perry Preschool Project completed operation in 1967, but was followed by the Ypsilanti Preschool Curriculum Demonstration Project which utilized the same theories and techniques. Dr. David P. Weikart served as director for both programs.

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Diagnostically Based Curriculum - Bloomington, Ind.

This program attempted to diagnose learning deficiencies of disadvantaged preschoolers in language, concept, and fine motor development in order to apply specific remedies to each child. Many regular preschool and kindergarten activities were included, but as vehicles for the development and remediation of specific cognitive, psychomotor, and social behaviors.

The students -- 5-year-olds from families of the lowest socioeconomic status -- included 139 Appalachian whites and four Negroes. All scored between 50 and 85 on the Stanford-Binet L-M Intelligence Scale.

Three studies with similar design were completed in 3 consecutive years (1964-67) after a one-semester pilot study. In each study the children were divided into three groups of approximately 15 and placed in either an Experimental Preschool (EPS), Kindergarten Contrast (KC), or At Home Contrast (AHC) group. The EPS children received diagnostic treatment; the KC children received a traditional kindergarten treatment; the AHC received no treatment. A longitudinal study of the children was also conducted as they proceeded through various public schools.

Personnel included three principal investigators, a full-time project coordinator, a part-time reading specialist, one teacher and male teacher aide each year, and part-time graduate assistants who administered tests. Health, social work, and curriculum specialists were also available as consultants.

According to standardized tests, results for intelligence and language development favored the EPS group. Results for the fine and total motor skills equally favored the EPS and KC groups over the group who stayed home.

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Academic Preschool - Champaign, Ill.

Children 1 or more years behind in language, reading, or mathematics must learn faster than usual in order to catch up with the norm. The Academic Preschool program attempted to accelerate learning by defining specific performance criteria and employing direct instruction -- similar to that used in a regular school -- in place of the informal style of the usual nursery school.

The 4- and 5-year-old children in the experimental group were predominantly Negro and from poverty homes. Their parents were mostly unskilled or semiskilled laborers, at least 30 percent of whom were receiving some welfare.

The program began in the fall of 1964 and results were collected through the spring of 1968. Three groups of 15 to 20 children each received special assistance before entering 1st grade. The first group, Study I, participated in the preschool from 1964 to 1966 and completed the 2d grade in June 1968. The two later groups, Study II and Study III, were in the program from 1965 to 1967 and 1966 to 1968, respectively. The most recent data were collected from a followup study of groups I and II in the early elementary grades. Only Study II is described in the full report since it was the only one for which there was both an experimental and a comparison group.

The permanent annual project staff consisted of two full-time administrators and four part-time teacher-experimenters. Additional consultant services were available.

The effectiveness of the program was indicated by the significant superiority of the experimentals over the controls in Stanford-Binet IQ gains over the 2-year instruction period. The experimentals also tested considerably above 1st-grade level in mathematics and language as measured by the Wide Range Achievement Test.

The Academic Preschool program ended in 1969. The same approach is now being utilized at the University of Illinois with mentally retarded children and throughout the country as a Follow Through model.

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Language Stimulation Program - Auburn, Ala.

The Language Stimulation Program was based on the assumption that minority-group children start school at a disadvantage compared to their peers from middle-class backgrounds. To alleviate this disadvantage, the rural university town of Auburn initiated a preschool program for 32 Negro youngsters, utilizing a Language Development Kit developed by professors at the George Peabody College for Teachers.

The 32 children were divided into four groups and each group had a 1-hour lesson 4 days a week. The Peabody materials and supplementary stories were used to stimulate the children's language development. Activities emphasized story-making, classifying, following directions, looking, counting, describing, and remembering.

The cost of the 10-week program was minimal. The kit was donated by the publisher. Two graduate students from Auburn University donated their services 2 hours a day. Evaluation tests were supported by two $7,500 grants from the U.S. Office of Education.

After completing the program in 1964-65, the 32 children were posttested three times, the last time when participants and the control group students were in the 4th grade. The data indicated

that, 3 years after the end of treatment, the program children had maintained their language and general achievement superiority over the control children.

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The Preschool Program - Oakland, Calif.

About 600 children, 3- and 4-year-olds, participated in this program, which sought to help disadvantaged children increase their potential for early success in school. The pupils were mostly Negro. They were drawn from neighborhoods which were economically depressed, with high unemployment rates and substandard housing.

The children attended 12 preschool centers; they were taught in some 40 classes.

The teaching team consisted of a full-time supervisor and cosupervisor, 20 teachers (all certified and working a double shift), and 40 part-time aides. In addition, there were parent volunteers, one full-time and six part-time school-community workers, one part-time evaluator, four testers, one full-time psychologist and three nurses, and three health aides who worked occasionally in the program.

The parents were asked to participate in the program to the extent that at least one would be available in each class to assist the teacher and aide. The volunteers were not paid, but undertook tasks similar to those of the teacher aides.

A typical day might be as follows:

Language development (15 minutes)
Enriching experiences (at any time during the day in conjunction with or as followup to language development activities)
Nutrition (20 minutes)
Story groups (20 minutes)
Physical development (25 minutes)
Creative arts (40 minutes)

Daily inservice training for teacher aides took place at each of the centers under the direct supervision of the preschool teacher. These sessions lasted about 30 minutes.

A comparison of scores of children in the program with those of children from the same neighborhood but who had not attended preschool showed program children had IQ's 7 or more points above the control group.

The cost of this preschool program was a little over $1,000 per pupil per year.

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Learning to Learn Program - Jacksonville, Fla.

The Learning to Learn Program was organized around certain principles of mental growth and child development. The basic assumption was that development of a child's ability to think, reason, and learn follows an orderly sequence which proceeds from motor to perceptual and, finally, to symbolic levels.

Seventy-two 5-year-old Negro children from families with an annual income below $3,000 were selected and divided into groups of 24. One group was exposed to the Learning to Learn treatment for 9 months. The second attended a traditional kindergarten. The third group remained at home without any formal preschool training.

The Learning to Learn technique concentrated on games and game-like activities which help the child develop strategies for learning and decision-making. Games were designed around five content areas -- clothes, food, animals, furniture, and transportation -- familiar to the children. This content is the means for focusing on the learning process and aims at increasing performance and competence rather than achievements. Simple activities in each area were followed by more complex skills. For instance, initially a real orange was used in a game. Later a picture of an orange was substituted for the real one and, finally, the games became highly verbalized and required statements about the orange.

Intensive inservice training taught the Learning to Learn teacher and teacher aide to be child- rather than content-oriented. The major function of the teacher and aide was to support the children's natural drive for maturity and increased competency.

An important component of the program was parent participation through monthly discussion groups. Such questions as "How can we help your child this school year?" and "What help would you like us (the teachers) to give you?" were discussed.

A variety of measures were used to test the progress of the Learning to Learn class as compared to the two control groups. Results indicated that the experimental group made much greater gains than the control groups on all tests.

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Project Early Push - Buffalo, N.Y.

Project Early Push was a prekindergarten program designed to provide disadvantaged children with experiences vital to later educational success.

About 650 children participated in the 1967-68 school year. Classes met in 14 public and three parochial schools with no more than 15 to a class.

The program was unstructured with as few formal lessons as possible. During the first part of each day, the children participated in whatever activities interested them most. Teachers then sought to capitalize on any potential learning experiences the children might have had.

Records were kept of each child's activities so that he could be directed toward experiences in all aspects of the program. These included such things as: manipulation of objects of different materials, textures, and sizes; independent play activities such as block building and playing store; creative activities such as painting, working with clay; large-muscle activities such as climbing and lifting; and experiences in science such as making, collecting, and growing things.

An extensive schedule of field trips helped broaden the pupils' experience with their environment.

Particular emphasis was placed on parent participation. During the 1967-68 school year, 95 percent of the parents were involved in the program in one way or another. Since parent participation had been designated as a major contributor to the success of the program, an analysis was made to find out if it did, in fact, make a difference. Results showed that pupils of the more active parents made greater gains than those whose parents did not participate actively.

In addition, the Peabody Picture Vocabulary Test was used to determine academic gains. The 59 pupils who took both the pretests and posttests gained an average of 11 months in mental age during the 7 months between tests, for a mean gain of 10 IQ points and 10 percentile points.

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The Ameliorative Preschool Program - Champaign, Ill.

The Ameliorative Preschool Program aimed at insuring the success of disadvantaged children in the 1st grade through an intensive 8-month preschool program immediately before their entrance into kindergarten and a 1-hour-a-day supportive program while they were in kindergarten.

Thirty children from the economically depressed neighborhoods of Champaign-Urbana participated in the program in 1965. They were divided into two classes and each class had three teachers. None of the participants had any preschool experience. Their IQ's, as measured by the Stanford-Binet Intelligence Scale, ranged from 70 to over 100.

The children attended school 135 minutes each day. The typical day was split into three formal learning periods -- devoted to mathematical concepts, language arts (including reading readiness), and social studies and science. The rest of the day was used for music, directed play, and a short snack period. All activities were directed toward preparing the students for what they would encounter in the regular school system.

After the first group of children completed the program, other groups were selected and the project slightly modified to determine the effects of the following factors: (1) working with 3-year-olds for 2 years; (2) involving mothers in the project; (3) using paraprofessionals in teaching the children; and (4) having low-IQ children in the program. Evaluation of all groups indicated that the involvement of mothers and beginning instruction at age 3 had little effect on the success of the project. However, it was found that paraprofessionals could implement the program and that low-IQ children could benefit considerably from it.

When the original group of students completed the 1st grade, their scores on six standardized tests were higher than those of comparable students who had attended a traditional preschool. They were well above grade level in reading, language, and arithmetic, as measured by the California Achievement Tests.

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ELEMENTARY PROJECTS

IN

COMPENSATORY EDUCATION

More Effective Schools - New York City

Begun in September 1964, More Effective Schools (MES) focused on preventing academic failure in the early years by a combination of techniques -- prekindergarten, small classes, special subject teachers, heterogeneous classes, and intensive teacher training in the strategies of team teaching and nongraded instruction.

MES aimed at improved performance in reading and mathematics, as well as producing pupil interest, high staff morale, and a generally enthusiastic atmosphere. Curriculum innovations were left to the initiative of the individual teacher.

Following the close of regular classes at 3 p.m., the buildings were kept open until 5 p.m. for After School Study Centers. MES classes were reduced to maximums of 15 in kindergarten and 1st grade, 20 in 2d grade, and 22 in grades 3 through 6. The pupil/teacher ratio was reduced to 4 to 1, with each school having a team of four teachers for every three classes as well as a teacher-guidance medical team.

A complete range of audiovisual equipment and extra supplies was provided and specialists were employed to enrich instructional content, with special emphasis on reading and language skills. Volunteers were recruited from the neighborhoods to help with the program and a community relations coordinator employed to work with parents.

Benefits in language and math achievement, as measured by standardized tests, were unclear due to conflicts in the various kinds of evaluation designs employed. The full report contains several interpretations.

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Intensive Reading Instructional Teams - Hartford, Conn.

Nearly 500 children from three inner-city schools were given comprehensive reading instruction over a 10-week period from three Intensive Reading Instructional Teams (IRIT). The pupils, in groups of 15, moved from teacher to teacher, spending an hour each with specialists in three areas: (1) phonics and word-attack skills; (2) basal reading, stressing vocabulary and comprehension; and (3) individualized reading, encouraging the student to develop an interest and pleasure in literature.

The IRIT team consists of a full-time project director, three reading specialists, six reading teachers, and three clerk-typists. The pupils took this special instruction during the morning, returning to their sending schools for their regular afternoon classes.

The IRIT program also utilized motivational and multimedia techniques, books and other reading materials not found in the regular classrooms, pupil-teacher conferences to stimulate and individualize each child's reading progress, and close contact with parents to assess the effects of the IRIT program on the child in his own home.

Pupils referred for IRIT enrollment came from schools qualifying for Federal and State aid. Over the 3 years of the program, they have come from grades 3 to 6, though the 1967-68 effort was aimed largely at 4th and 5th graders.

Primary results of IRIT have been measured in terms of pretesting and posttesting, using various forms of the California Reading Achievement Test. Significant gains were noted in vocabulary, comprehension, and total reading achievement. Limited studies were also made of the changes in measured intelligence and the extent to which the reading gains carry over into the following school year.

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After School Study Centers - New York City

After School Study Centers extended the school day for 2 hours of remedial reading, remedial arithmetic, library training, and homework assistance, plus a Special Potential Development Service providing music, art, and health education.

Most of the pupils were Negroes or Puerto Ricans in grades 2 through 6 in several poverty areas of New York City. They were given the opportunity to attend the centers on the basis of 1 or more years of retardation in reading or arithmetic. None was already receiving special help in school.

The program was begun in 1964 with 167 centers in city schools, most of them public. Between October of that year and May 1967 about 30,000 pupils participated, with 13,000 in remedial reading or arithmetic. The centers were staffed by a program coordinator, supervisor, and part-time secretary in addition to the teachers.

An evaluation of the 1964-65 program showed that a sample of 4th grade pupils enrolled in the reading program for 3 to 6 hours a week made significantly greater gains in reading age than a control group from the same schools. The more the children attended, the greater their gains. In the 1966-67 program, pupils participating showed significant gains over expected performance in reading at each grade level, 2d through 6th.

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Self-Directive Dramatization Project - Joliet, Ill.

The relationships of self-directive dramatization, self-concept changes, and reading achievement were examined in two studies -- one with white middle-class 3d- through 7th-graders, the second with predominantly poor Negro children in grades 1 through 4. Entire classes were selected. For the second study, control groups were drawn from the same school and a second similar school for comparison.

During the year the children dramatized stories from three to five times a week for two periods of 3 1/2 months each. Normal school-work proceeded whenever self-dramatization was not in progress.

The program involved more acting than reading but less acting than in an actual play; no props or costumes were used. Groups of five or six children performed according to their interests in one of a number of stories. Each group chose a leader and each child picked one of the story's characters to portray.

Staff included part-time project directors and four teachers. Other teaching personnel were indirectly involved.

In the first study gains in reading ability and in self-concept over the duration of each self-dramatization period for each group were measured, tested against a null hypothesis, and intercorrelated. In the second study the same analyses were done but, in addition, gains by the experimental groups were compared with corresponding control groups where possible.

In both studies, statistically significant reading gains by the experimental groups were noted.

The Self-Directive Dramatization Project ended in 1967 in Joliet, but staff members from Illinois State University continue to employ the same techniques in other cities.

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Project Concern - Hartford, Conn.

This 2-year busing program involved experimental and control groups carefully selected to assess the academic effects of four different environments on inner-city children: (1) a suburban school; (2) a suburban school with remedial-supportive assistance; (3) an inner-city school; and (4) an inner-city school with comprehensive and intensive compensatory services.

Project Concern began during the 1966-67 school year after extensive consultations with the school boards, school administrators, and citizens of the suburban communities. For the experimental sample, intact classes were selected at random from target schools with at least 85 percent non-white enrollment. During the 1st year 255 inner-city pupils were bused to grades K-5 in five suburbs.

Of the 255, 213 received supportive services in groups of 25 from a teacher and an inner-city mother serving as nonprofessional aide. The remaining 42 pupils were placed in suburban schools without such help. Pupils were assigned to vacant seats in suburban classrooms, two or three to a class.

Evaluation was conducted in four areas: mental ability, academic achievement, personal-social development, and creativity. Results of the analysis are not yet known though preliminary findings are mixed. However, it was concluded that the placement of two or three children in a suburban classroom had no measurable negative effect on the academic achievement of the suburban child.

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Elementary Reading Centers - Milwaukee, Wis.

Remedial reading instruction and wide reading opportunities were offered in 15 elementary schools, teachers working with six to eight pupils at a time. Each group received about 30 minutes' instruction a day, 5 days a week, for one semester of the 1966-67 school year.

More than 1,000 pupils, 4th- through 8th-graders, black and white, came to the centers from the densely populated poverty areas of the city. Although the centers were located in public schools, nonpublic children also attended, with priority given to pupils of average or above-average IQ who were a year or more retarded in reading.

A diagnostic approach was used to identify the specific needs of each pupil. Materials and equipment selected by teachers included books of high-interest but low-reading level, highly motivating games, workbooks, and audiovisual devices.

Oral and silent reading skills were tested, on a before-and-after basis, using the Wide Range Reading Test (oral) and the California Reading Test (silent). Gains averaging about 6 months were made during the first semester, that is, after 4 months of instruction, while the average gain measured in the second semester was 7 months for silent reading and 9 months for oral reading, based on an average actual attendance of about 7 months. These results compare favorably with expected gains of about 5 months in 7 for disadvantaged pupils.

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The School and Home Program - Flint, Mich.

"School and Home: Focus on Achievement" was an experiment designed to raise the academic level of underachieving elementary school children by involving parents in their daily reading exercises and study habits. Parents were encouraged to read aloud to their children.

The children were Negroes, primarily from low-income families living in the industrial city of Flint. With few exceptions, their parents had come from the rural South to seek employment in local industrial plants and had quite limited educations.

The experiment was undertaken in two elementary public schools during the 1961-62 school year. It involved approximately 1,100 children enrolled in kindergarten through grade 6. In the fall of 1962, this program was expanded to a third elementary school in Flint, and the total population in the experimental group became 2,300. Data for the third school are not available.

Personnel included a coordinator, teacher volunteers, a part-time secretary, and volunteer mothers. Teachers met regularly with parents to describe what should be done at home; they also made reading assignments to the children.

A control group was established in another Flint public elementary school and was composed of children who represented socioeconomic backgrounds similar to those of the experimental group.

Gates Reading Tests were used to measure the effectiveness of the program, which was indicated by the greater increase in vocabulary and comprehension scores of the experimentals over the controls.

The techniques used in the School and Home Program are now utilized in the Middle Cities Program being funded by a special State grant.

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Programed Tutorial Reading Project - Indianapolis, Ind.

Programed tutoring by 78 special teachers supplemented regular reading instruction for approximately 800 1st-graders in 30 inner-city schools during the 1966-67 school year; in 1967-68 there were 1,200 students in the program.

Each pupil was tutored individually for one or two 15-minute sessions each day. Tutors were high school graduates, had no professional training or experience, and were recruited by means of PTA bulletins and word of mouth. They received 18 hours of group instruction along with on-the-job supervision. Their activities were tightly programed to relieve them of professional teaching decisions while providing for maximum progress of the individual child. Tutoring sessions took place outside the classroom where space was available.

For every 20 to 22 tutors, the program also employed a part-time professional director, a full-time head supervisor, a field supervisor, and a secretary. The program was developed through several years of experimentation at Indiana University before it was begun in Indianapolis schools in 1965.

On several measures of reading, children receiving programed tutoring were superior to a control group and to a group receiving conventional tutoring.

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Speech and Language Development Program - Milwaukee, Wis.

This program provided intensive therapy for disadvantaged pupils with poor oral language ability. Speech therapists worked with the children in groups of six to eight. Treatment was given up to 3 hours a day for a period of up to 15 weeks.

The pupils were drawn from the 1st and 2d grades of seven elementary schools in poverty areas of Milwaukee targeted by the city's Social Development Commission.

Milwaukee public schools employed speech therapists before this program. They dealt with conventional problems such as lisping and stuttering. But the new program, begun in February 1966, offered through specially selected speech therapists a curriculum rich in verbal and auditory stimuli, with many opportunities for manipulative and play experiences and a series of structural units, all with the aim of teaching skills in verbal usage. Two hundred seventy-three children participated during 1966-67.

In the absence of more appropriate measures, the Ammons Quick Test of verbal-perceptual development was used to assess the benefits. Significant gains over control groups were reported for the first experimental sample of 136 pupils.

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Malabar Reading Program for Mexican-American Children - Los Angeles, Calif.

This program attempted to raise the reading levels of Mexican-American children through individualized instruction, self-instruction, curriculum change, parent participation, and cultural activities.

Children in preschool through the 3d grade at Malabar Street School in East Los Angeles participated in the reading program. The program began on a pilot basis in 1964-65 and, by 1969, all children through the 3d grade were involved.

The concentration of the program was on reading and oral language skills. Project directors felt that Mexican-American children needed to develop a structure for organizing their own abilities and worked at improving the students' cognitive skills. All activities, such as story writing, were directed at predefined self-concepts to encourage the child to look at himself as a success in the school environment.

Teachers encouraged mothers to help in the classroom several hours a week. This meant a better student-teacher ratio and better rapport between the school and home. Children were proud of their parents' participation and the mothers were able to help staff members in contacting other parents, etc.

Performance on the Stanford Reading Test, the California Reading Test, the Pintner-Cunningham Intelligence Test, the Public School Primary Intelligence Test, and the Sight Vocabulary Test indicated that Malabar students had consistently improved their national ranking in reading as a result of the program.

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Plus Program - Buffalo, N.Y.

The Plus Program was designed to provide a maximum amount of remedial work in reading and mathematics for elementary school children by providing a special staff of corrective teachers to achieve a 1-to-1 pupil-teacher ratio.

Some 6,700 children in grades 1-8 participated in the program during 1966-67. The following year the number of students rose to 7,400 -- from 47 public and 25 parochial schools. More than 160 corrective teachers, some of them part-time, were hired.

Each full-time teacher taught seven classes of five or six students each. Classes for primary students were 30 minutes' long; for intermediate and junior high school students, 45 minutes. Reading teachers, in an attempt to individualize their classes, could choose from among 15 series of workbooks and 115 different paperback books. Mathematics teachers could select appropriate materials from among 78 different visual-manipulative items (such as flash cards or measuring sets) and two mathematics texts.

An evaluation of the 1967-68 program indicated that students made a mean gain of 8 months in reading achievement during the 7 months between testings, and of 9 months in mathematics during the 8 months between testings.

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Afternoon Remedial and Enrichment Program - Buffalo, N.Y.

Small-group and individualized instruction was the keynote for the extra 1 1/2 hours that 27 Buffalo elementary schools remained open after regular school classes 3 days a week.

More than 4,000 children participated in the Afternoon Remedial and Enrichment Program in 1966-67, with an average daily attendance of 2,400. Each class had six students and lasted for 45 minutes. That meant each child could attend a remedial and an enrichment class 3 days a week for the 5 months the program lasted. Enrichment classes were offered in art, music, industrial arts, and physical education. Remedial classes concentrated on reading and mathematics.

Teachers were encouraged to use novel approaches that would increase interest and motivation. They had access to the instructional and audiovisual materials available in the school. In addition, each teacher received an allotment to purchase extra materials.

An evaluation of the 1966-67 program showed that pupils made a mean gain of 5 months in reading achievement and 6 months in arithmetic during the 5 months between testings. The California Reading and Arithmetic Tests were used in the evaluation.

The program was continued for the next 3 years.

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Augmented Reading Project - Pomona, Calif.

The aims of this program, which focused on children in grades 1 through 3, were to raise scores on reading tests, broaden the children's total life and academic experiences, and help them to relate reading and reading skills to their overall needs.

The program also sought to involve and interest parents and other members of the local community in the education of the children.

During the 1967-68 school year, 1,230 children from six elementary schools participated. All of the schools served high percentages of disadvantaged students, many of whom were Mexican-American or Negro. Children were selected on the basis of teacher opinions and diagnostic test scores.

Because of the special problems involved in teaching disadvantaged children (problems that stem from ethnic, economic, and/or cultural influences), major emphasis was placed on inservice training. This included six meetings to acquaint teachers with the community and its ethnic groups, summer workshops devoted to Mexican-American and Negro history and culture, institutes for remedial reading teachers, inservice training for aides, and a series of discussions for administrators. The teachers also were advised by a panel of Negro parents and a consultant from the University of Southern California.

In 1967-68, a random sampling of 265 pupils indicated an average gain in reading of 4 1/2 months in a period of just under 4 months.

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ELEMENTARY-SECONDARY PROJECTS

IN

COMPENSATORY EDUCATION

Homework Helper Program - New York City

High school students earned money by helping inner-city children with homework and reading for 2 hours one or two afternoons a week. The children were 3d- through 6th-graders from a Lower East Side slum.

Under the auspices of Mobilization for Youth, Inc., a community agency, the program began in February 1963 with 110 tutors and 300 pupils. In 1967-68 it was put under the decentralized control of the Board of Education and grew to 750 tutors helping approximately 2,000 children. Total cost in 1963-64 was $151,700.

Nine centers were established in school buildings, each staffed by a licensed teacher and a number of tutors. A program coordinator was also employed. Each center had an attendant for clerical duties and, since the tutoring occurred outside school hours, custodial services were also necessary.

Tutors, paid $1.50 to $2 an hour, were trained by the master teacher to follow a prescribed schedule with the pupils: refreshment and chat; 40 minutes for homework problems; 30 to 40 minutes for reading materials not used in school; 20 minutes of creative activity such as writing or art work; and recreation in the form of educational games. In 1966 a Homework Helper Tutor Manual was prepared by the program coordinator to summarize the content of the training offered to tutors.

On testing, pupils who received 4 hours' tutoring a week made significant gains in reading age compared with controls, but not pupils who received only 2 hours'. Tutors showed considerable gains in reading age compared with controls.

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Communications Skills Center Project - Detroit, Mich.

Six Communications Skills Centers (CSC) provided diagnostic and remedial reading services for 2,845 educationally disadvantaged children in grades 2 through 12 during 1966-67. The centers were established at two levels: three for elementary and junior high pupils, three for high school students. The CSC project also included one special reading development center and 14 supplementary classrooms.

The CSC project was conducted during the summer as well as the regular school year. During the regular school year, elementary and junior high pupils attended two 60-minute classes a week; senior high students attended four 45-minute sessions a week. Most students attended one 60-minute class, 5 days a week, during the summer session.

After diagnosing the students' reading deficiencies, the CSC staff assigned each to a small class (six to 10 students) for individualized instruction using a variety of specialized reading materials and equipment. Children whose reading difficulties appeared to stem from personnel maladjustment were referred to the social therapist or psychologist for further diagnosis and counseling.

Buses specially provided for the project transported elementary and junior high pupils to the centers. Senior high pupils walked to the CSC's, each located in a high school.

Standardized reading tests administered at the beginning and end of treatment periods indicated that mean achievement gains for the CSC pupils substantially exceeded those normally registered for grades 7, 8, 10, and 12. Students in other grades showed slight reading improvement.

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SECONDARY PROJECTS

IN

COMPENSATORY EDUCATION

28/29

Junior High Summer Institutes - New York City

In 1967 half of New York City's 22 summer junior high schools received Federal support as summer institutes.

The city and summer schools had been in existence since 1960 for students who had failed specific subjects or were behind in reading. Instruction in a course was 90 minutes a day, 5 days a week, for 5 1/2 weeks. The program specified small classes, educational aides, guidance counselors, and other special services. The reading and mathematics curriculums were highly structured and conducted according to prepared manuals.

The students had just completed the 6th, 7th, or 8th grade in intermediate and junior high schools, public and nonpublic. They were recommended as needing remediation or repetition. All were drawn from poverty areas such as Harlem and Bedford-Stuyvesant.

On the staff were a project coordinator, supervisors, principals, 244 teachers and an equal number of educational aides, 11 guidance counselors, 11 librarians, and six reading consultants for the sample schools.

In six of the schools, achievement in reading and mathematics classes was measured by the Metropolitan Achievement Battery. The mean gains of the pupils were .3 years in reading and .5 years in mathematics over a 5-week period.

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Project R-3 - San Jose, Calif.

This program, concerned with learning problems of the disadvantaged, involved three new educational R's -- student Readiness, subject Relevance, and learning Reinforcement.

The subjects were 8th- and 9th-graders, largely Mexican-American, English-speaking, and underachieving by at least 1 but not more than 2 years in either reading or mathematics as measured by the California Achievement Tests. Treatment consisted of a special curriculum which interrelated math, reading, and technological skills, a series of field trips, and an inservice training program for the project staff.

Project R-3 began in February 1967 with 37 8th-grade students. Each subsequent year a new 8th-grade group was added in the fall, with the prior group moving into the 9th-grade phase. Each group thus participated for 2 consecutive years.

The following full-time personnel were responsible for the 8th-grade R-3 program: a project coordinator, a mathematics teacher, a reading teacher, an electronics technician, and a secretary. A comparable staff directed the 9th-grade program. Civic and industrial personnel assisted in planning, evaluating, and, intermittently, teaching.

An evaluation report of the 1967-68 8th-grade pupils' progress showed that they made significant gains over those of comparable controls on standardized tests measuring competence in reading and mathematics.

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College Bound Program - New York City

Raising the sights of slum children to the possibility of college was the aim of this program. Ninth- and 10th-graders in poverty-area schools were given intensive education in the hope they would stay in the program throughout high school and then pursue higher education.

The program stressed: (1) small classes of 15 to 18 students; (2) double sessions of English; (3) group and individual counseling; and (4) field trips for cultural enrichment.

Students were informed at the outset, and frequently reminded, that they were expected to work toward college admission. To make this a tangible and realistic goal, cooperating colleges and universities (now numbering 100) committed themselves to admission and financial help for a specific number of program students, generally 5 for every 1,000 entering undergraduates.

The first session (summer 1967) was attended by 2,000 students at eight centers. The following school year 3,000 special students were in 24 high schools (200 in each of six schools, 100 in each of 18). Total enrollment is expected to be 10,000 when the first students are seniors.

Staff included a full-time director and assistant director, one part-time coordinator per school, one part-time teacher-in-charge per summer center and an equal number of assistant teachers-in-charge, four part-time summer session supervisors, about 120 part-time teachers for the summer session and five extra full-time teachers per 100 program students for the academic year, one guidance counselor per 100 program students, one part-time librarian at each summer center, one part-time family assistant for every 50 to 70 students, one or two teaching aides per classroom, plus secretaries.

Over a 6-week period of the first session, average gains of 3 months to a year were indicated on four tests of reading and arithmetic. The evaluation is confined to this session.

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Expanded Language Arts - Buffalo, N.Y.

The Expanded Language Arts program was designed to increase the basic language skills of educationally disadvantaged children by decreasing class size and improving instructional materials.

High school guidance counselors in four public and two parochial high schools selected 2,871 7th- through 12th-graders to participate in the second semester of the 1965-66 school year. The 1st year many of the students participated for 6 weeks, but the following year, when the number of participants dropped to 1,884, the program ran the entire year.

Students were assigned to small groups, averaging 10 pupils, for language arts instruction. Traditional curriculum was minimized in favor of providing the students with as much practice in speaking and writing as possible. Project teachers were free to select their own lesson topics and techniques. Electronic recording and playback equipment was used to reinforce oral language skills.

An evaluation of the 1966-67 program showed project pupils gained 9 months in language achievement during the 7 months between administrations of the California Language Test.

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Summer Upward Bound - Terre Haute, Ind.

Summer Upward Bound was a precollege program designed for high school students with the potential for postsecondary education who had been handicapped by economic, cultural, and educational deprivation.

In the summer of 1966, about 75 students from high schools in the Terre Haute and Greater Indianapolis area moved into dorms at Indiana State University for 8 weeks. Community agencies and individuals helped with the recruitment of students, contacting high school teachers and counselors for possible candidates.

The first summer involved a highly structured curriculum, with lessons in language arts, mathematics, study methods and techniques, and perceptual skills. Time was also alloted for extracurricular activities such as play rehearsals, concerts, and evening functions. The students' day began at 7:30 a.m. and activities were scheduled up to the evening meal.

Students enrolled in Summer Upward Bound participated for three consecutive summers. They also had followup programs during the regular school year. After 1 year in the program, strictures for the students were eased. They were able to choose some of their own courses and were given more free time.

Pretesting and posttesting on the Differential Aptitude Tests showed significant gains in percentile rankings for project students.

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